



Wilson Elementary School
Wilson Elementary District
2929 E. Fillmore, Phoenix, AZ 85008

ARIZONA
School Report Card
2001-02

Principal: Mr. Antonio Sanchez
Schedule: 7:30 AM to 4:00 PM
Web Address: www.wsd.k12.az.us
E-mail: antonio.sanchez@wsd.k12.az.us

Grades: 4-8
2001 Enrollment: 775
Phone: (602) 683-2400
Fax: (602) 275-8677

▼ School Overview ▼

Mission

It is our mission to provide the highest quality education for all students in order to allow them to develop to their maximum potential. We are committed to equal educational opportunities through equal access. Working together with parents and community, we strive to develop all social and academic areas so that the student may become a useful and responsible member of society. We can achieve our goals through our computer technology and business partnerships.

Organization and Philosophy

- w Self-contained Classrooms
- w Departmentalized Classrooms
- w Direct Instruction
- w Technology Integrated Classrooms

School/Academic Goals

- w To implement a schoolwide Internet program whereby each student utilizes Internet lessons at his/her station.
- w Coordinate junior high career exploration through career curriculum. The curriculum integrates technology, textbooks, mentoring programs, Junior Achievement and a career fair.
- w To improve student reading comprehension through a consistent, structured reading program combining basals and technology.
- w Increase Stanford 9 scores through software aligned with Stanford 9 objectives.

Instructional Programs

- w Computer Technology
- w ESL Program
- w Career Education
- w On-site Special Education
- w Gifted Education
- w Alternative Education
- w Science Lab 2000
- w New Students Welcome Room

Enrollment

October 1, 2000 School Year Student Enrollment:	761
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	156

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Instructional Strategies
 w Curriculum Development
 w Textbook Selection
 w School Safety Issues
 w Parent/Educator Relations
 w Student Discipline

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	2.00	Teacher Aide	22.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	6	4	0	0
7 to 9 years	6	1	0	0
10 or more years	8	4	0	0

▽ Shared Responsibilities ▽

School

Students are provided with a safe and orderly environment, high expectation levels, school supplies and the opportunity to earn points toward college scholarships through our Project 2000 Program. Special personnel include a Community Liaison, Migrant Liaison and School Resource Officer. Communication is provided through report cards, Parent/Teacher Conferences twice a year, a district monthly newsletter and special bulletins as needed.

Parents

The district encourages parents to take an active role in their child's school. Parents have a responsibility to see that their student has regular attendance, proper hygiene, nourishment and a place at home to study. As our educational partner, parents are expected to support school policies and staff in their efforts. We require parent participation in conferences and school events, earning their child points for Project 2000--an avenue toward college tuition.

▽ Transportation Policy ▽

For those students living farther than one mile from school, bus transportation is provided. Boundaries include areas within University Drive South, 32nd Street East, 16th Street to Harrison: 20th Street to E. Fillmore to the west, and E. Fillmore between 20th and 24th Streets, Roosevelt between 24th and 28th Streets, 759 N. on 28th, 29th, 20th and 30th Streets to the north.

▽ Calendar Information ▽

Number of Instruction Days:	180	First Day of School:	8/13/01
Average Daily Instruction Time:	5 hrs. 50 min.	Last Day of School:	5/24/02
Operates on Traditional Schedule			

Report Card Release Dates

10/24/01	1/9/02	3/27/02	5/24/02
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Technology Integrated Classrooms	W Music Room
W Science Lab 2000	W Art Room

Extracurricular Activities

W Student Council/Yearbook	W Boys/Girls Basketball
W Co-ed Cheerleading	W Peer Mediation
W Girls Volleyball/Softball	W Chorus/Band/Drama
W Boys Football/Soccer	W National Junior Honor Society

School/Community Resources

W Breakfast/Lunch Programs	W Counseling Programs
W Food Bank	W Adult ESL Education
W Adult Computer Education	W Afterschool Program
W Campus School Resource Officer	W Health Services

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Using the 2000 Stanford 9 Achievement Test data for comparison to the other 13 PUHS feeder schools, Wilson eighth grade students are third place in math achievement.</p> | <p>w Using the 2000 Stanford 9 Achievement Test data for comparison to the other 13 PUHS feeder schools, Wilson students were in third place in language arts growth when the students progressed from third to eighth grade.</p> |
| <p>w Using the 2000 Stanford 9 Achievement Test data for comparison to the other 13 PUHS feeder schools, Wilson students are in third place in reading growth when the students progressed from third to eighth grade.</p> | <p>w Using the 2000 Stanford 9 Achievement Test data for comparison to the other 13 PUHS feeder schools, Wilson fourth grade students are in second place in language, reading and math.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.1 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	13.5 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	10 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	99.7 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	0.3 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Hispanic Teacher of the Year	2000
Student Work Published in 22 Across	2001
Goal Getters Award	1999
Phoenix Pride Award - Student Recipient	2001

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 5		Number Tested	MS	FFB	A	M	E
Reading	School	125	490	35%	34%	25%	4%
	State	63518	503	22%	24%	41%	14%
Writing	School	124	481	37%	28%	29%	5%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	126	455	36%	45%	7%	10%
	State	63873	487	17%	43%	12%	29%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 8

Reading	School	96	498	26%	27%	38%	8%
	State	56652	505	23%	20%	40%	17%
Writing	School	97	486	20%	43%	35%	1%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	97	449	44%	45%	7%	3%
	State	56871	454	43%	40%	12%	6%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
4	Reading	97	27	52	94	21	53	100	38	54	97	46	54	39	54	55
	Language	100	29	45	94	26	47	100	39	49	97	55	48	39	56	50
	Mathematics	100	33	48	94	37	51	100	45	54	98	70	55	39	67	57
5	Reading	100	21	50	100	27	51	100	28	51	80	28	51	77	28	51
	Language	100	19	40	100	28	42	100	31	44	81	32	45	78	30	45
	Mathematics	100	23	47	100	37	51	100	41	54	79	43	55	77	42	57
6	Reading	100	27	52	95	31	53	100	34	54	73	29	53	72	38	54
	Language	100	21	40	94	24	41	100	34	44	74	24	44	72	32	45
	Mathematics	100	39	54	95	46	57	100	52	59	81	44	60	72	50	63
7	Reading	100	23	52	100	32	52	100	36	53	68	33	52	67	30	53
	Language	100	23	49	100	38	52	100	43	54	69	45	54	67	35	55
	Mathematics	100	33	50	100	41	53	100	55	55	71	46	56	68	42	58
8	Reading	100	38	54	95	35	54	100	46	54	75	43	53	69	43	55
	Language	100	33	45	97	31	46	100	43	49	75	43	49	70	39	50
	Mathematics	100	40	50	98	37	52	100	42	54	81	50	56	71	48	58

√ Measure of Academic Progress √

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 3-4	93	80
Grades 4-5	75	39
Grades 5-6	85	77
Grades 6-7	67	65
Grades 7-8	90	86

*Less than 10 students matched

**No information available

***Not applicable

√ School Safety √

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Wilson enforces a consistent discipline plan requiring compliance with schoolwide rules. Special incentives, mentoring programs, counseling, involved teachers and afterschool programs motivate students to behave. Students are required to wear uniforms and a school resource officer is stationed on campus. Staff and students regularly perform crisis drills to be prepared for any emergency.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,070	\$1,556,800
Classroom Supplies	\$96	\$72,402
Administration	\$515	\$387,078
Support Services-Students	\$194	\$145,977
Other Support Services and Operations	\$1,517	\$1,141,377
Total Expenditures- All Categories 1999-2000	\$4,392	\$3,303,634

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$65,690.02 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Antonio Sanchez	(602) 683-2400	4010
Transportation Policy	Jeff Seimer	(602) 681-2200	2003
Community Resources	Olga Fragoso	(602) 681-2200	
School Nutrition Programs	Yvette Lowe	(602) 683-2400	4015
Parent Organization	Olga Fragoso	(602) 681-2200	
Student Health/Nurse	Shirley Hawkins	(602) 683-2400	4020

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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